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ABSTRACT

This conference considered the experience of college and university seniors as they prepare to make the transition from academia to the "real world." This program and proceedings document provides a schedule of sessions and presents descriptions of presentations planned in such areas as: capstone courses in psychology, humanities, responsibility for the future, and general education; teaching rights and responsibilities; Black college graduates; integration of seniors' major field of study and liberal education; research on the senior year; developing reflectivity; transition style; ethics; career counseling; the quest for wholeness; and interview and etiquette skills. A one to two page abstract of each presentation is also provided; the abstracts are organized alphabetically by the presenters' institutions. (JDD)

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ED 369 314

The Senior Year Experience®

Conference Program and Proceedings
Orlando, Florida
March 13-15, 1994

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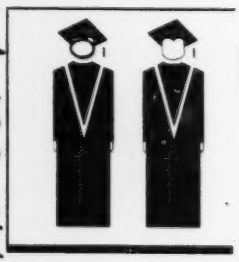

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- National Resource Center for The Freshman Year Experience
- Division of Continuing Education

Kennesaw State College

Marietta College

University of Maryland at College Park

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Table of Contents

Conference Schedule of Events ____ 2
Welcome ____ 3
Conference Background ____ 3
Format for Conference Presentations ____ 3
"Back by Popular Demand" Sessions ____ 3
Message Board ____ 3
No-Smoking Policy ____ 3
Sponsoring Institutions ____ 4
Staff Rosters ____ 5
Topical PreconferenceWorkshops ____ 6
Primer for First-Time Attendees ____ 7
Opening Banquet with Kenneth C. Green ____ 7
General Session: Employer Panel ____ 7
Concurrent Session Descriptions and Schedule ____ 8-19
General Session: Panel of Seniors and Recent Graduates ____ 16
General Session with Mary-Louise Ramsdale ____ 17
Town Meeting ____ 18
Index of Presenters ____ 20
College of Charleston, "Laboratory Courses in Psychology: The Capstone of Experience" ____ 23
Davidson College, "Defining Location: A Highly Visible Bridge Between Campus and Community" ____ 25
Elon College, "Quest for Wholeness: Five Paths to Partnership" ____ 27
Illinois State University, "A Dis-Orientation Program for Seniors" ____ 29
King's College, "Connecting the Major and Liberal Learning: A Senior Integrated Assessment" ____ 31
Marietta College, "Ethics in the Senior Year Experience Course" ____ 33
Marietta College, "Primp and Polish: Gaining an Edge in the Job Market" ____ 35
Marietta College, "Model for Humanities Senior Capstone/ Transition Experience" ____ 37
Mercer University, "Striking a Balance: Teaching "Rights and Responsibilities" ____ 39
Mississippi University for Women, "Life After Graduation: What you Need to Know and Probably Didn't Learn in College" ____ 41
Mount Saint Mary's College, "The Senior Seminar: Previews of the Workplace" ____ 43
Mount Saint Mary's College, "What is Your Transition Style and What Impact Does it Have on how you Deal with Transitions?" ____ 44
Queens College, "Providing Corporate Outplacement Career Counseling Services to Graduating Seniors" ____ 47
Southwestern College, "Senior Capstone Course: Responsibility for the Future" ____ 49
University of Cincinnati, "Black College Graduates Transition Project A Longitudinal Study" 51
University of Cincinnati, "Graduating Reflective Practitioners in Engineering Design" ____ 53
University of Maryland at College Park, "Research on the Senior Year: Foundations for Creating a Comprehensive Senior Program ____ 55
University of Mississippi, "Planting a Seed and Watching it Grow" ____ 57
University of Nevada, Reno, "Capstone Courses in the Major vs. General Education Capstone Course: An Examination of the Relative Advantages and Challenges" ____ 59
Virginia State University, "Curricular Approach to the Senior Year Experience the Seminar in Marketing" ____ 61
Western Michigan University, "Preparing Students to Respond to Behaviorally Based Interview Questions" ____ 63
Winthrop University, "Together We Can" ____ 65

Schedule of Events

Sunday, March 13, 1994

8:00 a.m.	- 6:00 p.m.	Conference Registration
9:00 a.m.	- 4:00 p.m.	Topical Preconference Workshops (pre-registration required)
4:30 p.m.	- 6:00 p.m.	Primer for First-Time FYE Attendees -*Coral A&B* John N. Gardner, Conference Host, University of South Carolina
7:00 p.m.	- 9:30 p.m.	Opening Banquet - *Indian Room* Keynoter: *Kenneth C. Green,*

Monday, March 14, 1994

8:00 a.m.	- 9:15 a.m.	General Session: *Employer Panel - Coral A&B*
9:15 a.m.	- 9:45 a.m.	Refreshment Break
9:45 a.m.	- 10:45 a.m.	Concurrent Session I
11:00 a.m.	- 12:00 noon	Concurrent Session II
12:00 noon	- 1:00 p.m.	Lunch By the Pool
1:00 p.m.	- 2:15 p.m.	Concurrent Session III
2:30 p.m.	- 3:30 p.m.	Concurrent Session IV
3:30 p.m.	- 3:45 p.m.	Refreshment Break
3:45 p.m.	- 4:45 p.m.	Concurrent Session V
5:00 p.m.	- 6:00 p.m.	General Session: *Panel of Seniors and Recent Graduates - Coral A&B*

Dinner is on your own

Tuesday, March 15, 1994

8:00 a.m.	- 9:15 a.m.	General Session: *Marie-Louise Ramsdale,* Director of "City Year Southeast" - *Coral A&B*
9:15 a.m.	- 9:30 a.m.	Refreshment Break
9:30 a.m.	- 10:30 a.m.	Concurrent Session VI
10:45 a.m.	- 11:45 a.m.	Concurrent Session VII
12 noon	- 1:00 p.m.	Closing Session - *Coral A&B*

Welcome

Welcome to the fourth national conference on The Senior Year Experience. This conference was planned to be professionally enriching and personally enjoyable. The conference has brought together educators from throughout North America, representing both public and private colleges and universities, employers, and employees from a variety of settings.

This conference provides a unique opportunity to consider an absolutely critical concept for American higher education, the senior year transition. The Senior Year Experience Conference has evolved from the internationally acclaimed Freshman Year Experience Conference series organized by the University of South Carolina's National Resource Center for The Freshman Year Experience and Division of Continuing Education with co-hosting colleges and universities.

Conference Background

The first SYE Conference was offered in March 1990 and was covered by the Chronicle of Higher Education which said, "Spurred by critics who say too many graduates lack a sense of ethics and have unreasonably high job expectations, more colleges are designing courses and programs to prepare seniors for the 'real world.'" This conference affords educators, employers, and seniors a forum to share, explore, and examine programs that assist seniors in making this transition from academia to the "real world."

It is our belief that the senior year transition must receive continued and expanded examination and encouragement. Thus, this fourth National Conference on The Senior Year Experience has been planned and organized.

A total of four hundred and ninety educators comprised of faculty, academic administrators, and student affairs professionals attended the first three meetings. At this conference, as in the past, participants will discuss ideas which will focus on the goals of the movement: to bring some sense of closure and connectedness to the undergraduate experience, to provide students with an opportunity to reflect on the meaning of the college experience, and to facilitate graduating students' transition to post-college life.

Format for Conference Presentations

All conference sessions will be held at the Sheraton World Hotel. Included in this program on page 2 is a complete conference schedule listing all concurrent and plenary session times, as well as the conference banquet, luncheon and refreshment breaks.

"Back by Popular Demand" Sessions

A select group of outstanding concurrent sessions from the 1993 Conference on The Senior Year Experience have been invited to return in 1994 for an encore presentation. Look for the "certificate of approval" next to the program number.

Message Board

There will be a Message Board near the SYE registration table. Please check the board periodically for important general or personal messages.

No-Smoking Policy

The conference organizers request careful observance of the no-smoking policy in the meeting rooms and dining areas. We enforce this rule due to the growing concern about health risks associated with passive exposure to cigarette smoke.

Sponsoring Institutions

University of South Carolina

Charted in 1801, the University of South Carolina is the thirty-fifth oldest post secondary institution in the United States and is known for many of its quality academic programs, including its University 101 freshman seminar course and the activities and products of its National Resource Center for The Freshman Year Experience: conferences, workshops, seminars, and publications. This conference is one of many distinctive high quality conferences offered for post secondary educators by the University's Division of Continuing Education, one of the oldest and most highly regarded such units in the country. This interest in helping students make successful critical transitions in higher education lends itself to The Senior Year Experience.

Kennesaw State College

At Kennesaw State College, President Betty L. Siegel, one of the originators of the senior year classroom experience, teaches a class each spring for graduating seniors. This course, based on the inviting success model, covers strategies for enhancing personal and professional success following graduation, while focusing on four levels of professional functioning. In addition to classroom instruction/exercises, outside speakers are brought in to allow students to learn from campus community leaders the skills necessary to ensure a successful transition from their senior years to their professional careers.

Marietta College

Marietta College has a Senior Capstone Course as part of the General Education Requirement, defined as follows: "senior-level course whose content challenges the student and whose requirements call upon the student to apply the principles of the discipline he/she has chosen as a major." In keeping with the College's mission all capstone courses share these components: "a) in-depth study of principles and methodologies of a discipline; b) enforcement of standards of performance and behavior expected of a professional; c) appropriate means of studying or communicating relevant aspects of leadership within the discipline including such themes as the relationship between the individual and the community, power and empowerment, and ethics."

The University of Maryland at College Park

The University of Maryland at College Park initiated its "Senior Experience Project" in 1991 to address the needs of undergraduate students about to graduate. The project began with the formation of a Task Force made up of students, faculty, and administrators and the creation of a student group on campus, the "Senior Council." The goals of the Task Force include a research effort to examine student experiences during the final semesters on campus; the identification of current courses, programs, and services which help students make the transition to life; and an investigation of what other campuses are doing in this area. Since the inception of the project, a senior hotline, a senior handbook, and a set of social activities and career programs have been implemented.

Conference Planning Staffs

University of South Carolina

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Director, University 101 and The National Resource Center for The Freshman Year Experience

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Co-Director, The National Resource Center for The Freshman Year Experience, Research and Publications

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Co-Director, University 101, Instruction and Faculty Development

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President

Marietta College

***Stephen Schwartz**
Dean, The McDonough Center for Leadership and Business

The University of Maryland at College Park

***Gretchen Van der Veer**
Assistant to the Vice President for Student Affairs

***Peter Eckel**
Graduate Assistant

*** attending this conference**

Conference Registration and Preconference Workshops

8:00 a.m. - 6:00 p.m.
Conference Registration

Topical Preconference Workshop - Preregistration Required

LEADERSHIP ACROSS THE CAMPUS: A WORKSHOP
March 13 • 9:00 a.m. - 4:00 p.m. • $135.00
Mediterranean A
Steven D. Blume, Professor of Leadership, McDonough Center for Leadership and Business, Marietta College
Stephen W. Schwartz, Dean, McDonough Center for Leadership and Business, Marietta College

MEETING REALITY: MANAGING THE TRANSITION FROM COLLEGE
March 13 • 9:00 a.m. - 4:00 p.m. • $135.00
Mediterranean B
Philip D. Gardner, Research Administrator, Collegiate Employment Research Institute, Michigan State University

THE APPRAISAL CENTER: PROFESSIONALS ASSESS STUDENTS, ASSESS THEMSELVES
March 13 • 9:00 a.m. - 4:00 p.m. • $135.00
Caribbean B
Annie Heidersbach, Director, Career Services, Baldwin-Wallace College
Colleen Jank, Assistant Director, Career Services, Baldwin-Wallace College
Lori Fox, Assistant Director, Career Services, Baldwin-Wallace College

Primer and Opening Banquet

Sunday, 4:30 p.m. - 6:00 p.m.

Primer for First-Time Attendees

Coral A&B

John N. Gardner, *Director , University 101 and Conference Host,*
University of South Carolina
Gretchen Van der Veer, *Assistant to the Vice President for Student Affairs and Conference Host,*
University of Maryland at College Park

Sunday, 7:00 p.m. - 9:30 p.m.

Opening Banquet

Indiana Room

"The Transition from Campus to Career"

Keynote Speaker: **Kenneth C. Green,** *Senior Research Associate, Center for Scholarly Technology,* University of Southern California

General Session and Refreshment Break

Monday, 8:00 a.m. - 9:15 a.m.

General Session: *Employer Panel*

Coral A&B

moderated by
Stephen W. Schwartz, *Dean, McDonough Center for Leadership and Business,*
Marietta College

Panelists
Shannon Addison, *Director*, AIDS Resource Alliance, Orlando, FL
Napoleon Ford, *City Commissioner*, Orlando, FL
Terri Hontas, *Director of Human Resources*, Sheraton World Resort, Orlando, FL
Duncan R. Dickson, *Director of Casting*, Walt Disney World Co., Lake Buena Vista, FL
Andrew Hawkins, *Vice President*, Realvest Appraisal Services, Maitland, FL

Monday, 9:15 a.m. - 9:45 a.m.

Refreshment Break

Session I 9:45 a.m. - 10:45 a.m.

1

Preparing Students to Respond to Behaviorally Based Interview Questions

Mediterranean A

Marcia Mascolini
Associate Professor
Western Michigan University

Preparing students for the targeted interview that is becoming common in business requires two components. In addition to improvement of students' cognitive skills (learning about the company, preparing questions and answers) and affective skills (dress, composure, delivery), it requires students to develop the ability to answer behaviorally based questions. Most textbooks focus on cognitive and affective skills development. This presentation suggests ways to take typical interview questions, translate them to behavioral questions, and prepare illustrative responses for the targeted interview.

2

Capstone Courses in the Major vs. General Education Capstone Courses: An Examination of the Relative Advantages and Challenges

Mediterranean B

Jane A. Lamb Nichols
Coordinator, Core Curriculum & University Assessment
University of Nevada, Reno

This presentation will examine the characteristics and difficulties of capstone courses in the major and general capstone courses based on the two models in place at the University of Nevada, Reno. Examples of courses will be distributed with the goal of identifying the critical ingredients of each type of capstone course and discussing the relative advantages of each. Finally, methods of assessment of general education and assessment of the major as a natural part of each class will be described.

3

Black College Graduates Transition Project

Mediterranean C

Linda Bates Parker
Director
University of Cincinnati

Katrina Jordan
Associate Director
University of Cincinnati

This presentation highlights the findings of a 3-year Black College Graduates Transition Project involving 13 colleges and universities, designed to study the plans, concerns, and experiences of Black college graduates beginning their careers. It is a "report card" from talented, highly motivated graduates reflecting their initial career experiences, perceptions and advice to prospective graduates preparing to make the transition from college to career. The presentation will be of particular value to career services professionals and academic advisors concerned with minority recruitment and retention and to those interested in better preparing Black students for academic and career success.

Session I 9:45 a.m. - 10:45 a.m.

41

Conversation with Kenneth Green

Caribbean B

Kenneth C. Green
Director, Center for Scholarly Technology
University of Southern California

This session is designed to allow conference participants to continue the dialogue initiated at the conference banquet and to ask further questions of Casey Green.

Session II 11:00 a.m. - 12:00 noon

5

The Senior Seminar: Previews of the Workplace

Mediterranean A

Charles A. Beitz, Jr.
Chair, Department of Business and Economics
Mount Saint Mary's College

During this session, the context, content, and process of an experientially based Senior Seminar designed to prepare students for "The Real World" will be discussed. Participants will be provided with materials used to simulate the Excellence Unlimited, Incorporated workplace environment and requirements. Videotape vignettes of actual exercises, a "Life After College" panel, and case studies used to provide a real preview of the workplace will be shown and discussed. In addition, participants will have the opportunity to be involved in one of the case study situations.

6

Primp and Polish: Gaining an Edge in the Job Market

Mediterranean B

Roseanne Gill-Jacobson
Associate Dean of Student Life
Marietta College

Barbara Blume
Assistant Auditor
State of Ohio

Gaining an edge while job searching is imperative in today's market. At Marietta College we not only prepare our students for their profession but we offer a program entitled "Wine, Dine, and How To Act Fine" to give them an edge not only in the job market but throughout their career. Topics such as Eating Etiquette, Business Entertaining, and International Etiquette are covered in the six week program. Lectures, role plays, and practice lunches and dinners are covered and utilized to give students an opportunity to practice what they learn.

7

A Dis-Orientation Program for Seniors

Mediterranean C

Joe Miller
Associate Director
Illinois State University

Jeff Powell
Director, Career Services Center
Illinois State University

Illinois State University's Career Services Center and Alumni Services' "Senior Challenge" have combined to provide programming and employer information to seniors. The Senior Challenge consists of students interested in helping seniors prepare for lifelong transitions after graduation. The collaboration features co-sponsorship of an annual Senior Day and a series of workshops for seniors. Senior Day provides an educational environment for students to learn from employers. Programming is based on a "Disorientation" theme relative to how seniors may be feeling as they prepare to leave the University. Seminars offered include "Surviving Your First Year on the Job" and "Managing Your Finances".

Session II 11:00 a.m. - 12:00 noon and Lunch by the Pool

Striking A Balance: Teaching "Rights and Responsibilities"

Caribbean B

Peter C. Brown
Associate Professor of Philosophy
Mercer University

Deborah Chasteen
Assistant Professor
Communication & Theatre Arts
Mercer University

The description and analysis of a cooperative revision of a senior capstone course on "Rights and Responsibilities" in order to strike a methodological and pedagogical balance of ethical issues and political concerns with academic rigor and "real world" situations.

12 noon - 1:00 p.m.

Lunch by the Pool

Session III 1:00 p.m. - 2:15 p.m.

9

Senior Capstone Course: Responsibility for the Future

Mediterranean A

Cecil Findley
Professor of Religion
Southwestern College

A description of a small church-related college's Senior Capstone Course: Responsibility for the Future. Will include development and adoption of the course, its status, materials and methods. Time will be reserved for discussion of educational issues.

10

Together We Can

Mediterranean B

E. Ray Dockery
Associate Professor
Winthrop University

This session will look at an alternative to the typical preservice teacher preparation program. Winthrop University's year-long core program focuses upon those critical areas that concern even the experienced teacher. Participants will also have the opportunity to learn about partner schools that assist the university in preparing teachers and explore ways to build the trust necessary for university faculty and public school faculty to work collaboratively.

11

Connecting the Major and Liberal Learning: A Senior Integrated Assessment

Mediterranean C

Jean O'Brien
Chairperson, Human Resources Department
King's College

Four faculty members from King's College explain how a senior integrated assessment in their respective departments allows a student to demonstrate competence in the subject matter and methodology of the discipline as well as liberal learning skills as an advanced level appropriate to a student about to graduate. Each panelist will discuss assessment design, guidelines and criteria given to students in advance of the assessment, and feedback to students and to department faculty.

12

Research on the Senior Year

Caribbean B

Gretchen Van der Veer
Assistant to the Vice President for Student Affairs
University of Maryland at College Park
Rebecca A. Weir
Assistant Director of Career Center
University of Maryland at College Park
Peter Eckel
Graduate Assistant
University of Maryland at College Park

A Senior Year Experience Task Force of faculty, staff, and students was appointed in 1991-92 by the Vice President for Student Affairs at the University of Maryland at College Park. The task force was created in response to specific campus concerns and the growing national interest in better preparing college seniors for post-graduation success. Over the past two years, the task force established goals, conducted a number of research projects, and developed a set of comprehensive recommendations for improving the senior experience at College Park. These recommendations are being incorporated into a major report to be distributed campus-wide. Feedback from a cross-section of campus representatives has proved quite positive to date. In addition to the efforts of the task force, a student organization called the "Senior Council" was also established to provide important information services, and activities to unify the graduating class and cultivate alumni involvement.

Session IV 2:30 p.m. - 3:30 p.m.

13

Model for Humanities Senior Capstone: Transition Experience

Mediterranean A

William Hartel
Co-Director, Freshman Year; Professor of History
Marietta College

This presentation will share experiences in attempting to combine both capstone and transition issues into one program for senior students. The model is used by the History Department at Marietta College. As the model is in the developmental stage, audience responses and suggestions are encouraged. The issue of assessment will also be addressed. The presenter is co-editor of a new Wadsworth publication on the Senior Year Experience.

14

Curricular Approach to the Senior Year Experience - The Seminar in Marketing

Mediterranean B

Doria Kathleen Stitts
Assistant Professor
Virginia State University

The Seminar in Marketing course has utilized an innovative approach to acclimating seniors to several aspects of the business environment. The course is designed to not only integrate knowledge gained throughout the matriculation process, but also to provide students with "hands-on" experience and insight about the working world.

15

Graduating Reflective Practitioners in Engineering Design

Mediterranean C

Maria Curro Kreppel
Associate Professor and Vice Provost
The University of Cincinnati

Allen Arthur
Assistant Professor, Mechanical Engineering Technology
The University of Cincinnati

In his book, *Educating the Reflective Practitioner*, Donald Schon quotes a colleague's observation that "we know how to teach people how to build ships but not how to figure out what ships to build." No, we do not. Yet, we believe seniors should begin to experience the difference between these two engineering activities: to distinguish what can be learned from what must be mastered through the experience of one's professional work. To this end, Mechanical Engineering Technology seniors engage in a year-long capstone curriculum. Our objective is to introduce them to design work through the methods of the "reflective practitioner." We invite you to experience the results.

Refreshment Break

3:30 p.m. - 3:45 p.m.

Refreshment Break

Session 'I' 3:45 p.m. - 4:45 p.m.

16

What is Your Transition Style and What Impact Does it Have on How You Deal with Transitions?

Mediterranean A

Charles A. Beitz, Jr.
Chair, Department of Business and Economics
Mount Saint Mary's College

Participants will complete and discuss the Transition Style Indicator (TSI). This is an instrument that was developed as a teaching vehicle for making seniors aware of their transition style and the impact it can have on how effectively they handle the senior year transition and their entry into the work world. The development of the instrument, the initial results of giving the instrument to over 100 seniors, and issues surrounding its use within a Senior Seminar will also be discussed.

17

Ethics in the Senior Year Experience Course

Mediterranean B

Michael B. Taylor
Associate Professor of Management
Marietta College

This session will involve an examination of ethical issues faced by graduating seniors upon entering the workplace in a career setting. Pertinent materials for use in a unit in a senior year experience course will also be discussed.

18

Laboratory Courses in Psychology: The Capstone of Experience

Mediterranean C

Carol Toris
Associate Professor
College of Charleston

David Sattler
Assistant Professor
College of Charleston

This round table discussion examines how laboratory courses in Psychology and other disciplines may serve as capstone courses and how they can enhance the senior year experience. The merit of laboratory courses as capstones will be illustrated by discussing those offered at the College of Charleston. We will present assignments that allow students to develop competencies that are valued in the work place and graduate programs and discuss procedures to assess students' performance. This round table should be of interest to instructors teaching laboratory courses and courses with applied components.

19

19

Mirror Mirror on the Wall: A Method for Aiding Students' Reflection

Caribbean B

Stephen W. Schwartz
Dean, McDonough Center for Leadership and Business
Marietta College

James P. Brady
Director, Community Leadership, McDonough Center for Leadership and Business
Marietta College

During the summer between the junior and senior year, candidates in Marietta College's McDonough Leadership Program complete a Senior Internship. Designed to allow them to observe and participate in leadership activities they have studied in formal classwork, the internships take place in settings as diverse as the corporate headquarters of a Big Six accounting firm and San Francisco's South of Market district.

This presentation will focus on a method of aiding students as they reflect on their internships (and other forms of experiential learning). Basic to this method is the use of pieces of short literature (fiction, essays and poetry) not as literary documents, but as frameworks within which the students clarify their experiences.

General Session

5:00 p.m. - 6:00 p.m.

Panel of Seniors and Recent Graduates

Coral A&B

moderated by
Michelle Gesche, *Director of Student Life,*
Florida Southern College
Marsha Leap, *Director of Career Planning and Placement,*
Florida Southern College

Panelists
Bill Brown, *1993 Graduate, Client Account Representative,*
Joe Gandolfo and Associates
Heather Brown, *Senior Psychology Major,*
Florida Southern College
Richard Chapman, *Senior Accounting Major,*
Florida Southern College
Brian DeAngelos, *Senior Marketing and Sports Management Major,*
Florida Southern College
Shae Harrell, *1992 Graduate University of South Florida Graduate Student, Assistant Director of Student Life,*
Florida Southern College
Kena Leak, *Senior Biology Major,*
Florida Southern College
Judy Niemann, *Senior Biology Major,*
Florida Southern College
Laura Speier, *1993 Graduate, Retail Sales Representative,*
The Leader-a New York Times Company
Jon Thornton, *Senior Business Administration Major,*
Florida Southern College
Jill Willis, *Senior English Major,*
Florida Southern College

20

General Session and Refreshment Break

8:00 a.m. - 9:15 a.m.

General Session

Coral A&B

Mary-Louise Ramsdale
Director of "City Year Southeast"

9:15 a.m. - 9:30 a.m.

Refreshment Break

Session VI 9:30 a.m. - 10:30 a.m.

20

Life After Graduation: What you Need to Know and Probably Didn't Learn in College

Mediterranean A

Wendell Smith
Professor
Mississippi University for Women

The Freshman Year Experience brought us University 101, a course to prepare students for the rigors and adjustments of college life. This session proposes that the Senior Year Experience bring us University 4XX, a course to prepare students for the rigors and adjustments of life after graduation in the real world. This presentation suggests possible content for such a course.

21

Interest Session: Senior Transition Seminars to Get Students "Ready for the Real World"

Mediterranean C

John N. Gardner
Director, University 101
University of South Carolina

Are there senior courses out there that could be considered senior transition seminars analogous to freshman seminars which support transition of new students? Should there be?
What should be the content and teaching strategies for such courses to make students "Ready for the Real World?"

22

Defining Location: A Highly Visible Bridge Between Campus and Community

Mediterranean C

Carol Walker Jordan
Director, Career Services
Davidson College

When faced with the prospect of career service delivery to seniors, first and foremost, and to underclassmen as well, the facility and office location can insure success or failure. If a senior doesn't know an office exists, or if he or she does not feel welcomed and well served by the spaces, chances are they will not frequently participate in the services. At Davidson College, creating and selling a concept of a tangible facility which could be identified as the bridge between the campus and the world outside produced for Davidson college students and alumni a dynamic place for career planning and placement services. Our presentation will include a short history of Career Services at Davidson prior to 1992, and a discussion of the service delivery impact of the bridge concept in recent years.

Session VII 10:45 a.m. - 11:45 a.m. and Town Meeting

23

Planting a Seed and Watching it Grow

Mediterranean A

Sheila A. Hood
Assistant Director, Career Center
University of Mississippi

Karen W. Nichols
Career Planning and Research Specialist
University of Mississippi

Pam Belcher
Director, Career Center
University of Mississippi

The Business School and the Career Center jointly developed and implemented a Business Career Planning class for students in the School of Business. During this session the presenters will share syllabi, presentation outlines and time tables. They will discuss the hurdles that had to be overcome, the development of the curriculum, and the evaluation of their efforts from students as well as staff members.

24

Providing Corporate Outplacement Career Counseling Services to Graduating Seniors

Mediterranean B

Gwyned Simpson
Director of Counseling
Queens College, City University of New York

Finding a job in today's labor market is so hard, that when companies downsize their workforce, they hire outplacement firms to train their skilled and experienced workers in career transition skills. Should colleges provide any less of a service to their graduating seniors? In this workshop, the presenter will discuss how the basic elements of a corporate outplacement career counseling program can be integrated into an academic course and/ or a coordinated series of workshops.

25

Quest for Wholeness: Five Paths to Partnership

Mediterranean C

John G. Sullivan
Powell Professor of Philosophy
Elon College

Gregg W. Sullivan
Associate Director, Wesley Foundation
Elon College

Our presentation will focus on Five Paths to Partnership -- a model we use in the spring semester of a year-long mentorship for juniors and seniors at Elon College. The mentorship is called "Quest for Wholeness." The five paths -- sovereignty, simplicity, acknowledgment, true learning, and skillful strategy -- are connected with seasons and archetypes. The presentation will introduce this model and our general emphasis on the need for "practice in (i) identifying surface, reactive conversations, (ii) moving to a deeper level of awareness, and (iii) acting in such a way that our mutual humanity is enhanced.

12:00 - 1:00 p.m.

Town Meeting

Coral A&B

Moderated by the conference hosts, this concluding session is designed as an open discussion on ideas and information presented during the 1994 National Conference on the Senior Year Experience. Active participation by all participants is encouraged. We are especially interested in what people have learned and where we need to go from here.

Index of Presenters

Presenters Name and Institution	Program Number
Addison, Shannon, AIDS Resource Alliance	General Session
Arthur, Allen, University of Cincinnati	15
Beitz, Charles A., Mount Saint Mary's College	5,16
Belcher, Pam, University of Mississippi	23
Blume, Barbara, State of Ohio	6
Blume, Steve, Marietta College	Preconference Workshop
Brady, James P., Marietta College	19
Brown, Bill, Joe Gandolfo and Associates	General Session
Brown, Heather, Florida Southern College	General Session
Brown, Peter C., Mercer University	8
Chapman, Richard, Florida Southern College	General Session
Chasteen, Deborah, Mercer University	8
DeAngelos, Brian, Florida Southern College	General Session
Dickson, Duncan, Walt Disney World	General Session
Dockery, Ray E., Winthrop University	10
Eckel, Peter, University of Maryland at College Park	12
Findley, Cecil, Southwestern College	9
Ford, Napoleon, City of Orlando	General Session
Fox, Lori, Baldwin-Wallace College	Preconference Workshop
Gardner, John N., University of South Carolina	Primer, 21
Gardner, Philip, Michigan State College	Preconference Workshop
Gesche, Michelle, Florida Southern College	General Session
Gill-Jacobson, Roseanne, Marietta College	6
Green, Kenneth C., University of Southern California	Opening Banquet Keynoter, 4
Harrell, Shae, Florida Southern College	General Session
Hartel, William, Marietta College	13
Hawkins, Andrew, Realvest Appraisal Services	General Session
Heidersbach, Annie, Baldwin-Wallace College	Preconference Workshop
Hontas, Terri, Sheraton World Resort	General Session
Hood, Sheila A., University of Mississippi	23
Jank, Colleen, Baldwin-Wallace College	Preconference Workshop
Jordan, Carol Walker, Davidson College	22
Jordan, Katrina, University of Cincinnati	3
Kreppel, Maria Curro, University of Cincinnati	15
Leak, Kena, Florida Southern College	General Session
Leap, Marsha, Florida Southern College	General Session
Mascolini, Marcia, Western Michigan University	1
Miller, Joe, Illinois State University	7
Nichols, Jane A. Lamb, University of Nevada, Reno	2
Nichols, Karen W., University of Mississippi	23
Niemann, Judy, Florida Southern College	General Session
O'Brien, Jean, King's College	11
Parker, Linda Bates, University of Cincinnati	3
Powell, Jeff, Illinois State University	7
Ramsdale, Mary-Louise, City Year Southeast	General Session Keynoter
Sattler, David, College of Charleston	18
Schwartz, Stephen, Marietta College	Preconference Workshop, General Session, 19
Simpson, Gwyned, Queens College, CUNY	24

Index of Presenters

Presenters Name and Institution **Program Number**

Smith, Wendell, Mississippi University for Women _____ 20
Speier, Laura, The Leader -a New York Times Company _____ General Session
Stitts, Doria Kathleen, Virginia State University _____ 14
Sullivan, Gregg W., Elon College _____ 25
Sullivan, John G., Elon College _____ 25
Taylor, Michael B., Marietta College _____ 17
Thornton, Jon, Florida Southern College _____ General Session
Toris, Carol, College of Charleston _____ 18
Van der Veer, Gretchen, University of Maryland at College Park _____ Primer, 12
Weir, Rebecca A.,University of Maryland at College Park _____ 12
Willis, Jill, Florida Southern College _____ General Session

Presentation Abstracts

The following abstracts of concurrent sessions provide additional information on presentations scheduled throughout the day. They can be found in alphabetical order by institution.

College of Charleston
Department of Psychology
66 George Street
Charleston, South Carolina 29424-0001

Laboratory Courses in Psychology: The Capstone of Experience

Carol Toris
Associate Professor

David N. Sattler
Assistant Professor

This roundtable discussion examines how laboratory courses in Psychology and other disciplines may serve as capstone courses and how they can enhance the senior year experience for undergraduate students. Laboratory courses challenge seniors to integrate the skills that they have acquired and to apply these skills to solve new problems and answer new questions. We believe that the laboratory experience may promote the development of skills and an awareness of ethics that are important in the work place and postgraduate education. We will illustrate the merit of laboratory courses as capstones by discussing the laboratory courses that are offered in the Psychology Department at the College of Charleston in Charleston, South Carolina.

The Psychology Department offers five laboratory courses: social psychology, cognitive psychology, physiological psychology, conditioning and learning, and experimental analysis of animal behavior. Most students enrolling in these courses are seniors due to the number of required prerequisites. Before enrolling in a laboratory course, psychology majors at the College of Charleston are exposed to the breadth of the discipline (via a minimum of two introductory psychology courses and several upper level courses), and the depth of the discipline (via a pre- or co-requisite upper level content course and two required courses in statistics and research design). With this background, the laboratory students come prepared to combine and apply the skills that they have acquired and to develop new skills that are necessary for researchers in the discipline. The primary goal of the laboratory course is to expose students to the American Psychological Association's (APA) method of writing empirical research reports. To accomplish this task, students are required to conduct three research projects and write an APA style report based on each project. Students have the opportunity to integrate and to apply their knowledge of the field while conducting their research projects.

We will present assignments that we believe allow laboratory students to develop competencies that are valued in the work place and graduate programs, including written and oral communication skills, critical thinking and problem solving skills, attention to detail and planning capabilities, data analysis and computer use abilities, an awareness of ethical issues, and an appreciation for intellectual honesty. Moreover, the assignments expose the students to both competitive and cooperative working environments. We will discuss the how to assess students' performance in the laboratory course and the problems inherent in such endeavors. This roundtable discussion should be of special interest to instructors in all disciplines who are teaching laboratory courses and courses with applied components.

Carol Toris and David N. Sattler, Department of Psychology, College of Charleston, 66 George Street, Charleston, SC 29424. Phone: (803) 953-8198 or (803) 953-6362

DAVIDSON COLLEGE Davidson, North Carolina 28036-1719 704/892-2000 FAX 704/892-2493

Office of Career Services
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DEFINING LOCATION: A HIGHLY VISIBLE BRIDGE BETWEEN CAMPUS AND COMMUNITY

Carol Walker Jordan

When faced with the prospect of career service delivery to seniors, first and foremost, and to underclassmen as well, the facility and office location can insure success or failure. If a senior doesn't know an office exists, or if he or she does not feel welcomed and well served by the spaces, chances are they will not frequently participate in the services.

Based upon survey results, telephone interviews, and conversations over coffee at professional placement meetings, a common topic of some concern for most of us who serve in career planning and placement offices is our office location.

Probably because many of us find ourselves in basements or out-of-the-way, unattractive, and poorly planned spaces on college campuses, we look for support and empathy from our colleagues. These colleagues know all too well the barriers to locating and securing appropriate office space–territoriality, priority, tenure, unavailability, etc. These barriers are in the most part insurmountable. Our programs suffer from lack of exposure; our services are underused because we are not able to attract all types of students; and, our importance on campus to faculty and other staff is weak because we are not in the mainstream of activities.

At Davidson College we provided the classic example of this profile. The Office of Career Services was located in the Basement (we used to call it the lower level) of the College Union. We operated out of three rooms with no windows and no exit to the outside except through other offices. We utilized the hall directly in front of our office for a part of our library collection, never knowing each day if our books would be there when we returned the next day. Our recruiters had to interview students in large meeting rooms upstairs in the Union–imagine having an interview in a space approximately 30 x 60–a recruiter and a student facing each other in two chairs in this cavernous space. Our library space allowed for no more than two students to use it at one time. Our heat was provided by a boiler which heated the entire Union–we were sometimes treated to temperatures as high as 130 degrees. The developing lab for the College newspaper was in a little room adjacent to our three rooms and at night students would pour their used developing fluid into a bucket–leaving for us the sulfuric acid fumes for the next day. And, I could go on.....

This is a horror story but I believe similar to those endured by many colleagues who serve and struggle in career planning and placement offices hoping for a better office space or facility someday.

At Davidson, our day came, but not without a game plan and a combined effort from Davidson students, staff, and faculty. In the Winter of 1990, a group of students was asked to participate in a fact finding session to discuss the status and the resources of career planning and placement activities at Davidson. From this meeting, came a collection of letters written to the Dean of Students and the Facilities Planning Committee of the College. These letters were personal testimonials about the students expectations for a career services office and how those were or were not met at that time. The

letters also requested that the college demonstrate its support for seniors and the difficulty of their transition from campus to community by examining and correcting the negative situations as they perceived them.

The FPC invited the Director of Career Services to prepare a report, including copies of these letters and recommendations as to a course of action for a facility and other appropriate resources. A formal written report was prepared, bound, and given to the Spring Meeting of FPC. Recommendations from faculty, staff, students, colleagues in the field, an architect, and an interior designer, made up parts of the report. Also, in the report, a particular type of site was selected and was highly recommended to the Committee.

The FPC decided to vote in favor of the concept which was presented to them (and, yes, there were some strong political behind-the-scenes lunches and coffee breaks.)

The concept, I believe, was the selling point. The recommendation was for a free-standing facility which would serve as a bridge between the campus and the outside communities. This facility would provide spaces for each type of service which is integral to a career planning and placement process. Spaces for a library and library research, counseling offices, a student work room for computers, printers, typewriters, a fax machine, a heavy duty xerox machine, work tables and storage for paper and other supplies, a conference room, interview rooms, a lounge for recruiters, a small galley kitchen for preparing refreshments and coffee/tea, and a guest/reception room were recommended. The facility would be promoted as a place for all students to begin Career Discovery, continue Career Planning, and, especially for seniors to complete the journey by making the transition from campus to community. Also, the community would see the facility, it was believed, as a manifestation on the part of the college of the value placed on a Davidson student's preparedness and worthiness for the outside world. And, visitors from business, industry, education, the arts, healthcare, professional and graduate school offices, would be encouraged by the warm welcome the facility presented to them.

Today, this concept has been realized at Davidson College. The Office of Career Services is located at 431 N. Main Street, in a renovated historic house, the Julia Johnston House. All the spaces mentioned above exist for us as staff, the students, alumni, and all visitors.

Staff, students, faculty, and alumni now view our facility as the bridge. "If you want to know about life after Davidson, if you want to know about how to choose a major, if you want to find a summer job or an internship, if you want to attend an informational interview with the University of Virginia Law School, if you want to hear an alumnus from the Peace Corps talk about his work in Zaire, if you want to read about job opportunities in the field of psychology, economics, the environment, if you want to interview for a job with Vista or First Citizens Bank, go to the Julia Johnston House. Those folks will help you!!"

*** A slide presentation will accompany the presentation, showing views of the facility.

Carol Walker Jordan,
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ELON
COLLEGE

QUEST FOR WHOLENESS: FIVE PATHS TO PARTNERSHIP

Presenters: John G. Sullivan
M. S. Powell Professor
Department of Philosophy
Elon College

Gregg Winn Sullivan
Associate Director
Wesley Foundation
U.N.C., Chapel Hill

Our presentation will focus on Five Paths to Partnership -- a model we use in the spring semester of a year-long mentorship for a small group of juniors and seniors at Elon College in North Carolina. The mentorship is called "Quest for Wholeness." The five paths -- sovereignty, simplicity, acknowledgment, true learning, and skillful strategy -- are connected with seasons and archetypes. The model arises out of an Eastern framework drawing on Taoist and Confucian insights into the connectedness of all life. The presentation will introduce this model and our general emphasis on the need for "PRACTICE." By "PRACTICE," we mean a process of "inner work" -- a work of awareness and attention, whereby we

(a) PRACTICE being mindful of how easily we become trapped in surface, reactive, disempowering conversations;
(b) PRACTICE learning to shift to a deeper center of awareness, sometimes called "the observing self;" and
(c) PRACTICE acting in such a way that our mutual humanity is enhanced.

The entire Quest for Wholeness is a PRACTICE in "coming to life more fully," not simply for ourselves but for all who are given to our care in the circles of friendship, family, work, culture and planet. The conference presentation will focus on the Spring Semester work and introduce our model of five paths to partnership, to community, to larger-minded service.

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UNIVERSITY

Career Services Center
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Normal, IL 61790-2520
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A DIS-ORIENTATION PROGRAM FOR SENIORS

Joe Miller
Associate Director, Career Services Center

Dr. Jeff Powell
Director, Career Services Center

During the current academic year, Illinois State University's Career Services Center and I.S.U.'s Alumni Services' "Senior Challenge" have successfully combined to provide programming and employer information to seniors. The Senior Challenge consists of a group of students who are responsible for the senior gift and who are interested in helping seniors prepare for transitions after graduation.

Our collaboration features co-sponsorship of our annual Senior Day and a series of workshops for seniors. Senior Day is a university-wide event, where over 100 recruiting organizations come to campus, providing an opportunity for students to meet employer representatives. This face-to-face exposure provides an educational environment that allows students the opportunity to learn from business professionals. This has proved to be a highly effective means of providing current information to a large number of students by an office that historically is understaffed.

The programming is based on a "Disorientation" theme relative to how many seniors may be feeling as they prepare for graduation. Also most universities have an orientation program for freshmen but not necessarily for seniors preparing for the job market or graduate/professional school. Seminars offered include "Job Search Strategies," "How to Prepare for a Job Fair," "Applying to Graduate/Professional School," "Surviving Your First Year on the Job," and "Managing Your Finances."

The presenters will discuss how to set up a successful "Senior Day" and will present outlines from more unique seminars. The variety of positive outcomes from such programming will be summarized.

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KING'S
COLLEGE

WILKES BARRE, PENNSYLVANIA 18711

MARKETING DEPARTMENT
717 826-5900 EXT. 700

CONNECTING THE MAJOR AND LIBERAL LEARNING: A SENIOR INTEGRATED ASSESSMENT

Jean O'Brien
Associate Professor of Psychology and Chairperson of the Human Resources Management Department

Stephanie Bressler
Assistant Professor of Political Science

Robert Paoletti
Professor of Biology and Chairperson of the Biology Department

Cheryl O'Hara
Assistant Professor of Marketing and Chairperson of the Marketing Department

As part of the Comprehensive Assessment Program at King's College, all senior students complete a faculty-designed assessment within a required course for majors that allows them to demonstrate competence in the subject matter and methodology of the discipline as well as liberal learning skills at an advanced level appropriate to a student about to graduate.

In this session, four faculty members will explain how assessments for seniors in their respective disciplines address goals for the major; liberal learning skills acquired through systematic plans in both core curriculum and major courses (writing, critical thinking, speaking, research, computer, quantitative, and moral reasoning); guidelines and criteria given to students in advance of the assessment; feedback to students and to department faculty.

Contact Person: Cheryl O'Hara
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(717) 826-5900 extension 700

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The Marcus and Mindel Vershok Brachman
Department of Economics, Management and Accounting

ETHICS IN THE SENIOR YEAR EXPERIENCE COURSE

Dr. Michael B. Taylor
Assoc. Prof. of Management & Leadership

Graduating seniors will face a new ethical universe when they enter the workplace just as they faced one when they entered college. Leaving the known ethical universe of college can be as challenging as the transition from home to college or from a McJob to a professional career.

In college there is a premium placed on loyalty to fellow students, and the faculty and the administration are viewed as "outsiders." In business employers expect the loyalty of their employees to a degree that is often startling to recent graduates. The attitudes of those with a perceived career in a company are supposed to be decidedly different from those working as "temps."

Employer expectations are more than a new inconvenience. They leave the graduate in new moral quandaries. Senior year transition courses can help prepare students for these dilemmas in several ways.

The student can be made aware of the types of moral problems which are commonly encountered. Encounters with brand new problems of any kind can lead to panicky decisions which are often bad ones for many of those concerned. Companies spend a great deal of time and money to prepare new employees for specific types of ethical problems such as bribery and conflicts of interest, but there are many which are encountered in practice rather than in training.

Students can be involved in various types of thought experiments and role-playing activities to learn the possible outcomes of their choices. Listening to how others their age would handle typical problems can be a useful mirror for reflecting on who one is and wants to be or become. The instructor and guest speakers can explain how professionals view and handle certain situations.

Students can be helped to put the ethical issues into a larger context than just office ethics. Graduates will have a variety of roles and attendant expectations when they enter the workplace, and there will be conflicts. Reflecting on the balancing act

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which role-driven behavior requires is an important element in preparing for life after college. Recognizing that such balance is important for one's mental and physical health is helpful for recent graduates who can easily be overwhelmed by corporate expectations. Alcoholism, drug abuse, and family abuse are in part results of attempts to escape from seemingly impossible expectations.

In a related but somewhat different vein, students can be helped to look at the whole course of their lives and reflect on what kind of person they would like to be or become. Asking someone to write their epitaphs is a sobering and instructive experience for focusing one's attention on ethical issues. The Greeks said, "Call no man happy until he is dead." Not all moral tragedies can be prevented, but some can.

The author will share his resources and experiences gained in teaching a business ethics course where the majority of students are business majors. The focus will be on how this material might be incorporated into a unit in a senior year experience course.

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Primp and Polish
Gaining An Edge In the Job Market

Roseanne Gill-Jacobson
Associate Dean of Student Life
Marietta College

Barbara Blume
Assistant Auditor
State of Ohio

With the competitive job market in today's society students need to have every edge possible over other candidates. Our students are competing for fewer jobs with individuals who have been in the workplace for a year or two because of down sizing in so many companies. After talking to many prospective employers Marietta College discovered that while our students were well prepared in there chosen fields, they lack sophistication when dealing with employers.

The Student Life division in conjunction with the Bernard P. McDonough Center for Leadership and Business recognized that something must be done to assist our students in gaining a competitive edge. A program entitled Wine, Dine, and How to Act Fine was developed to address the needs of our students. Using Letitia Baldrige's Guide To Executive Manners as a guide the program set out to put our students on the right track. Topics covered in the program are Manners and Office Etiquette, Entertaining Business Clients, Party Planning, the Fine Art of Conversation, International Communications, Airport Etiquette, and Executive Communications. Lectures, role plays, and readings prepare students for the end of the course when they participate in a business lunch with local employers, as well, as a cocktail party and dinner with members of Marietta College's Presidents cabinet and local trustees. After both the lunch and dinner students are evaluated on their communication throughout the meal and the appropriateness of their dress for the situation.

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Participants pay a $25.00 fee for the six week program. All sessions except for the Business Lunch and Dinner are held on campus, although field trips to local malls have been planned to assist students in preparing for lunch and dinner. After two full years the program continues to flourish and plans to expand the program are currently underway.

Contact person: Roseanne Gill Jacobson, Marietta College, Marietta OH 45750 Phone: 614-376-4784

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Model for Humanities Senior Capstone/Transition Experience

William C. Hartel
Professor History
Co-Director of Freshman Year

As part of a new General Education approach Marietta College has mandated a Capstone course within the major for every graduating senior. Some faculty members feel that there should also be attention focused on problems of transition out of college just as the Freshman Year movement has brought attention to problems of transition into college. This presentation will share experiences in attempting to combine both Capstone and Transition issues into one program. The model that is in its first year of operation is used by the History Department at Marietta College. Since the model is still in the development stage there will be time in the program for audience responses and suggestions. In addition, the question of assessment will also be addressed with the model. The presenter is presently a co-editor of a forthcoming Wadsworth publication on the Senior Year Experience entitled **Ready for the Real World.**

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MERCER UNIVERSITY

COLLEGE OF LIBERAL ARTS
Department of Interdisciplinary Studies

African American Studies • Environmental Science • Freshman Seminar
Great Books • Senior Capstone • Women and Gender Studies

STRIKING A BALANCE: TEACHING "RIGHTS AND RESPONSIBILITIES"

Peter C. Brown, Ph.D.
Associate Professor
Philosophy

Deborah Chasteen, Ph.D.
Assistant Professor
Communication and Theatre Arts

At Mercer University the Senior Capstone is a required course that, in theory, provides students with the opportunity to synthesize their previous three years of study and examine themselves and their beliefs before they enter "the real world." In practice, the course is also a last ditch effort for faculty "to get them"--to provide students with a class that requires deep thinking and intense exchanges of ideas to help formulate a code of ethics with which they leave the university environment. To those ends, the courses usually focus on immediate, real-life issues loosely clustered into topical areas of study.

Inevitably, these are hot issues on which many students (and faculty) have already formed strong opinions, e.g., sexual harassment, capital punishment, abortion, euthanasia. To be true to a values-oriented liberal arts education, the content, methodology, and pedagogy of the course must strike a fine balance between engagement and politics. To be true, as well, to the specific goals of the Senior Capstone, the course should be neither a merely academic ethics course nor just a journalistic pastiche.

Recently, a team of faculty from a variety of departments (Foreign Languages, Philosophy, Christianity, Communication, Service Learning, and Interdisciplinary Studies) met to review the curriculum of the senior capstone class on "rights and responsibilities" in order to reformat the class and to revise the pedagogical model for teaching the class. The team met frequently before the course was offered, while the class was in progress, and at the end of the quarter to review our separate experiences.

This presentation focuses on the journey of this course development and assesses the success of its venture. It also proposes alternatives to the course as it was designed and put into practice. The presentation discusses:

the content of the course in terms of frameworks for ethical decision-making and in terms of the larger concept of a community in which we live,

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the methodological approach teachers used (the Case Study Method) in order to invite open-ended engagement with "real world" situations, and

the pedagogical frameworks we discussed and implemented in acknowledgment of our own involvement ethically and politically in the learning process.

The talk concludes with observations from faculty on the experience itself, an assessment of how well we met the goals in the areas we set out to revise, and suggestions for future revisions. The presentation provides all interested faculty and staff with not only a working model of a general education senior seminar, but also a working process by which both faculty and students derive the most rewarding learning experience.

Contact Person: Peter C. Brown, Director, Senior Capstone
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MISSISSIPPI UNIVERSITY FOR WOMEN
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Division of Business and Communication
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LIFE AFTER GRADUATION

What You Need to Know and Probably Didn't Learn in College

Dr. Wendell Smith
Professor

The Freshman Year Experience brought us University 101, a course to prepare students for the rigors and adjustments of college life. This session proposes that the Senior Year Experience bring us University 4xx, a course to prepare students for the rigors and adjustments after college in the real world. This presentation suggests possible content for such a course.

Capstone courses, Senior Seminars and Internships provide practical experience and tie together functional areas. However, there are many other things about life after graduation that students need to know. Unfortunately, most of these needs are not met in the standard college curriculum. This is true even in the Liberal Arts Colleges which claim to educate the total person by providing broad educational experiences.

The primary objective of such a course would be to help students make a smooth transition from college, and to prepare them for practical matters for life after graduation. It would complement the liberal arts education by preparing students to live and work in an uncertain world. Although many professors offer practical knowledge and experience in their courses, it is more or less hit and miss. At most colleges and universities there is not a course in the curriculum or a program of any type that adequately deals with practical problems of life after graduation.

The following tentative course outline is discussed as possible content for the course:

LIFE AFTER GRADUATION

I. A STRATEGIC PLAN FOR YOUR LIFE

- A. Mission, Long-term Objectives, and Short-term Goals
- B. Environmental Analysis
  - (1) The External Environment - Opportunities and Threats
  - (2) The Internal Environment - Personal Strengths and Weaknesses
- C. Key Issues and Alternatives
- D. Selecting Strategies and a Direction for Your Life

II. YOUR CAREER

- A. What Kind of Work do You Enjoy?
- B. Job Hunting - Learn to Play Hard Ball
- C. Interviewing and Resumes
- D. How to Evaluate Opportunities

III. PERSONAL FINANCE

- A. Economic Sense and Marital Happiness
- B. The Family Budget
- C. Savings and Investments
- D. The Wise Use of Credit
- E. A Comprehensive Financial Plan

IV. BETTER BUYING PRACTICES

- A. Shelter
- B. Food
- C. Clothing
- D. Transportation
- E. Insurance
- F. Other

V. HOW TO GET ALONG WITH OTHER PEOPLE

- A. Marital
- B. Family
- C. Friends
- D. Co-workers

VI. CULTURAL CONSIDERATIONS

- A. Social Etiquette
- B. Business Etiquette
- C. Traveling Abroad
- D. Know Basic Facts and Stay Current (Avoid Embarrassment)

Mount Saint Mary's College
Emmitsburg, Maryland 21727
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BUSINESS AND ECONOMICS

THE SENIOR SEMINAR: PREVIEWS OF THE WORKPLACE

Charles A. Beitz, Jr.
Chair, Department of Business and Economics
Mount Saint Mary's College

I believe the focus of this session fits perfectly the conference's basic theme of "Preparing Students For The Real World." Seniors need the opportunity to experience as many workplace situations as possible while still within the academic learning environment where mistakes won't cost them their jobs. A major thread of experiences that preview the workplace are woven into the context, content, and process of this senior seminar capstone course for business majors. The context of this experiential learning takes place as the students enter the work world of a simulated business organization: Excellence Unlimited, Incorporated (EUI).

Some examples of course materials, exercises, and course requirements that are designed to present students with real requirements that they will be faced with in their first year in the workplace are:

- The front page of the course syllabus is a memorandum from the EUI Director of Personnel welcoming the new arrivals, informing them of some key elements of EUI culture, and forwarding for their review the policies and procedures manual -- the syllabus.

- The requirements of a group project are provided to students in a memorandum from the EUI Vice President For Human Resources. The memorandum provides general guidance for a major project requiring primary and secondary research concerning current issues in the workplace. Students are required to interview managers in four different organizations, write a formal group report, and make a 15 minute group oral presentation of their findings and recommendations. As a part of this requirement, the student groups must develop a written research plan for review by their boss (the instructor).

- In another requirement, students have to analyze a contemporary management book, interview at least one practicing senior manager outside EUI, and provide their boss with a deskside briefing and memorandum concerning their findings. The briefings are videotaped so the students using an evaluation criteria guide can assess their verbal and nonverbal behaviors.

- A group of practicing managers form a "Life After College" panel which discusses what is expected of new professionals in the workplace.

- Students, both as individuals and in small groups, analyze a number of video case studies of real workplace situations.

Letters from graduates, comments during their visits back to campus, along with the results of our senior survey, individual discussions with the Department Chair, and senior seminar evaluations indicate that students continually attest to how valuable and useful these previews of the workplace are in building their competence and confidence in more effectively analyzing, deciding, and acting in situations in which they will find themselves during their first year as new professionals.

During this session, the context, content, and process of an experientially based Senior Seminar designed to prepare students for "The Real World" will be discussed. Participants will be provided with materials used to simulate the Excellence Unlimited, Incorporated workplace environment and requirements. Videotape vignettes of actual exercises, a "Life After College" panel, and case studies used to provide a real preview of the workplace will be shown and discussed. In addition, participants will have the opportunity to be involved in one of the case study situations.

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BUSINESS AND ECONOMICS

WHAT IS YOUR TRANSITION STYLE AND WHAT IMPACT DOES IT HAVE ON HOW YOU DEAL WITH TRANSITIONS?

Charles A. Beitz, Jr.
Chair, Department of Business and Economics
Mount Saint Mary's College

I believe the focus of this session in the "Back By Popular Demand" series fits perfectly the conference's theme. It has been said that the most important thing that leaders can take into a new situation is an awareness of their own individual styles, strengths and weaknesses. It appears to me that people seem to naturally focus on certain factors and actions during transitions which can unconsciously narrow their view of how to effectively deal with transitions; this seems to constitute their transition style. In looking for a way of making their style more visible and useful to seniors, as they transition through their senior year and out into the work place, I developed an instrument that could be used as a teaching and research vehicle that would indicate:

- where people focus their energy during a transition.
- what people pay attention to while in a transition.
- how people make decisions while going through a transition.
- what people do about the transition.

It is important for seniors to have a structured way of addressing focus and action issues in a way that allows them to better see all their options and the full range of actions needed to deal effectively with transitions.

During this session participants will complete and discuss the Transition Style Indicator (TSI). It is an instrument that was developed as a teaching vehicle that makes seniors aware of their transition style and the impact their style can have on how they handle transitions into new situations. The development of the instrument, initial results of giving the instrument to over a 100 seniors, and issues surrounding its use within a Senior Seminar will also be discussed.

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Department of Special Programs
Operation SEEK

Providing Corporate Outplacement Career Counseling Services to Graduating Seniors.

Gwyned Simpson, Ed.D.
Director of Counseling and Career Services
Department of Special Programs, Queens College, C.U.N.Y.

Finding a job in today's labor market is so hard, that when companies downsize their workforce, they hire outplacement firms to train their skilled and experienced workers in career transition skills. Should college's provide any less of a service to their graduating seniors?

Making the transition from college into the world of work is one of the most difficult tasks that our graduating seniors will ever have to face. The skills that they must learn in order to make this transition, will be useful throughout their life time, and, will contribute to their ability to remain consistently employed in the 21st century workforce.

The 21st century labor market in which our seniors will be employed, will be very different from today's world of work. The skills needed to find, keep, and develop the jobs and careers for which we prepare our students, are important enough for the college's to begin to teach them.

Corporate outplacement counselors are skilled in providing their clients with the career counseling and training services which enable them to make successful career transitions. What exactly do they teach them? What are the basic elements of corporate outplacement services, and can college's provide these services to their graduating seniors?

In this workshop, the presenter will discuss how the basic elements of a corporate outplacement career counseling program can be integrated into a an academic course and/or a coordinated series of workshops. In this interactive workshop, participants will:

- Learn how to integrate the basic elements of a corporate outplacement program into a career transition program for graduating seniors.

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Providing Corporate Career Services
Gwyned Simpson, Ed.D.

- Learn how to design an interactive program.
- Discuss sources of funding.
- Discuss enrollment and accrediting issues.
- Experience an outplacement counseling session.
- Learn how to incorporate issues of cultural diversity and address the needs of cultrally students within the career transition process.

Participants will leave this seminar with an understanding of what the basic components of outplacement counseling program for seniors would include, how to design and fund the course, how to address the needs of culturally diverse students, and experience a career counseling session.

SOUTHWESTERN COLLEGE IN KANSAS
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SENIOR CAPSTONE COURSE: RESPONSIBILITY FOR THE FUTURE

Presenter: Cecil Findley

For some years, Southwestern College of Kansas had as one of its general education goals for students, "the ability to synthesize or integrate learning across disciplines." At the same time, we offered no formal help toward the fulfillment of that goal, keeping our curricular offerings safely within the traditional disciplinary lines.

To begin to remedy that, and to help Southwestern College uphold appropriate value-commitments in higher education, an ad hoc Liberal Education Committee developed a new Senior Year course, which was given the title, "Responsibility for the Future". First offered as an elective course in the Fall of 1989, it has since been phased in as a required Senior course which, in our setting, must be presented in at least three sections each semester, with faculty from diverse fields.

The course bills itself to students as being "about your education," and about "the moral uses of knowledge" in which we need each other in ways that transcend our traditional disciplinary lines.

Four main features make up the content of the course. First are the common readings.

Currently, the required textbooks are The Turning Point, by Fritjof Capra, and The Chalice and the Blade, by Riane Eisler. Other elective readings are also used. Discussion based on the reading focuses on Capra's call for a "new paradigm" and Eisler's call for a move to a "partnership society," and identifies the various crises in our time that require new solutions.

The second major feature of the course is the use of a variety of faculty in guest-presentation roles, relating to the challenges raised in the reading. The fields currently represented include economics, nursing, natural sciences, anthropology, history, and the arts, including theater, music, and literature.

The third component is the requirement of some voluntary service in the community, relating as much as possible to areas of

concern raised in the study.

The fourth major component of the course is a team project, with an issue chosen by the students regarding which they are to "invent a slice of the new future we would choose." Team size has ranged from three or four students (which makes for four or five projects per class) to a whole-class project involving 24 students. Some topics addressed have included "A Health Care System Accessible to All," studies of gangs and violence, "Inequities in our Economic System," and various studies relating to ecology and to human relations.

The teams are assigned to research the nature and extent of the problem, and what has been done toward remedy of it, but are most strongly encouraged to do innovatiive and creative thinking to "invent" a new future.

The team aspect of the project is also emphasized, in which students are asked to bring expertise from their own fields of study, to work with those from other fields. They cooperate in organizing, writing and presenting their project. In addition to classmates hearing the project, other persons in the campus and larger community are invited for the team presentations.

The "Capstone Course: Responsibilty for the Future," is now well-integrated into a larger Liberal Arts and Sciences (general education) program, and while it has its detractors from among those who do not think higher education should deal with such value-laden topics, or from those who disagree on some of the directions of change that arise within and from the class, it gets generally high marks as a course that helps students wrap up their education in an integrative and holistic way. For a college with a high commitment to liberal arts education, and one which claims a "covenant relationship" with the United Methodist Church, the course appropriately wraps up the students' education holistically, not only in a transdisciplinary way, but by bringing together knowing, caring and doing.

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Black College Graduates Transition Project

A Longitudinal Study

Presenter: Linda Bates Parker
Director

Presenter: Katrina Jordan
Associate Director

The Black College Graduates Transition Project, a three-year study, was designed to track the plans, concerns, and experiences of Black four-year college graduates as they began their careers. A consortium of 13 colleges and universities were involved in this study and they selected 102, 1989 Black graduates to participate. The initial survey, completed just before graduation, asked about career plans, preparedness, and college experiences. Likert scale items were designed to assess eight important self-estimates: positive self-concept, realistic self-appraisal, understanding racism, understanding dominant cultural settings, developing support systems, ability to use college resources, family commitments, and the need to make money.

A second survey, administered to the graduates one year after graduation, also assessed the graduates' self-estimates and included questions about recruitment and on-the-job experiences. A third and final survey of this group was sent in winter 1992. Two and a half years into the work world, graduates were again asked to evaluate their progress, assess their skills, and describe their efforts in planning for the future. The study asked them to graphically present their career transitions over the years, highlighting and labeling the high and low points. A survey was sent to the employers of consenting participants, to obtain management's assessment of the individuals' skills and development.

The presentation will highlight the findings from each survey. It will be a "report card" from a small pool of highly motivated and able recent Black graduates reflecting their initial career experience, their values and their perceptions and the advice they give to prospective graduates preparing to go into the world of work. The presentation will be of particular value to placement professionals and academic advisors concerned with minority recruitment and retention and to all college administrators and faculty interested in better serving this population of students.

-see next page-

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This presentation will answer these questions:

Do black graduates make a successful transition from college to the world of work?
What are the critical attitudes, skills and behaviors for a successful transition?
How do Black students' academic and extracurricular experiences contribute to their initial career success?
What aspects of campus recruitment impact a successful career start?
What aspects of the work environment and job impact Black college graduates' career transition and retention?

The findings from this research have been accepted for publication in 1994 in the ***Journal of Cooperative Education*** and the ***Journal of Career Planning & Employment.***

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GRADUATING REFLECTIVE PRACTITIONERS IN ENGINEERING DESIGN

Maria Curro Kreppel
Associate Professor of English
Vice Provost, Faculty Affairs

Allen Arthur
Assistant Professor
Mechanical Engineering Technology

After twelve to fifteen quarters of classroom and laboratory instruction and cooperative education assignments, how do engineering design students transcend their technical expertise to come to understand the "doing" of design work? How do students distinguish what they can learn from what they must master through the practice of their professional work? For a dozen or so years, the faculty of the College of Applied Science have wrestled with these pedagogical questions. Over the same period, we have developed a senior-year capstone curriculum--one whose design shifts continuously in response to our own reflective practice and the contributions of our students.

The goal of this capstone curriculum is each student's creation of a design product (hardware, software or both), which solves a definable engineering problem. Faculty from mechanical engineering and the humanities, social science and communication division teach together throughout the year's three terms. In the first term, students must work from several design problems (and solutions) to shape a single, acceptable design proposal. Research and design are the foci of the second term, resulting in a written design report, and the "design freeze." Finally, fabrication, testing and debugging lead to the product "expo," a formal presentation to faculty, industry and other students, and to the final project report catalogued in the college library. Thus, each term leads to a design outcome and a communication product.

How does it work? .In fall term, students meet as a class with the lead faculty member from mechanical engineering. Over the ten weeks, they are also introduced to faculty outside their major who are part of the faculty team. When their design proposals are

An affirmative action/equal opportunity institution

approved, students are assigned to mechanical engineering faculty advisors, and these advisors meet with them one-on-one throughout the winter term. Group meetings involve faculty and students in a number of settings to talk through their design work and its communication. These sessions, likewise, bring all faculty and students together to listen and learn from each other. In the spring term, students meet as a class with technical communication faculty while their advisors assist one-on-one with fabrication and testing. Finally, all faculty come together to hear and approve the formal presentation of each design project.

At the heart of this curriculum is the student's transformation from passive learner to professional practitioner, in charge of project design, management, and communication. Roles reverse: students become classroom and lab authorities, while faculty must step back from their familiar authoritarian roles and learn to coach. Student peers and faculty members collaborate throughout the year to encourage reflective and responsive action from each student practitioner. In the end, faculty members, through their own team-teaching and interaction, model desired professional behaviors. Everyone learns, and in that setting students achieve their first opportunity to reflect upon the practice of engineering design.

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UNIVERSITY OF MARYLAND AT COLLEGE PARK

OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

Research on the Senior Year: Foundations for Creating a Comprehensive Senior Program

Dr. Gretchen Van der Veer
Assistant to the Vice President
for Student Affairs

Peter Eckel
Graduate Assistant
The Senior Experience Project

Abstract

Do you know if the seniors on your campus are satisfied with their undergraduate experience? Do they expect to stay connected to your institution when they leave? What kinds of programs or services are in place across your campus to meet the needs of this special population? These are the kinds of questions addressed by a group of faculty, staff, and students at the University of Maryland at College Park through several research projects designed to assess the senior experience. The presenters will share the methodology, data, and implications for the development of a comprehensive, campus-wide effort to address senior needs and issues at College park.

Program Description

What is the Senior Experience? It is something more than a student completing degree requirements and crossing the stage at commencement. It involves a complex set of distinct, yet related issues involving three major components: 1) the need to bring closure and connectedness to the undergraduate experience, 2) the need for students to graduate with specific skills, attitudes, and competencies, and 3) the responsibility of institutions to facilitate graduating students' successful transition to post-college life.

The purpose of this program is to explore ways that research can inform, and therefore enhance, practice in relation to the development of specific programs and services to enhance the senior experience.

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With a charge to "identify issues of concern for seniors along with important information, services and activities that would benefit and assist these students through the process of transition from undergraduate to supportive alumni," a task force at The University of Maryland at College Park designed and implemented three separate research projects.

These projects included:

- A quantitative survey to investigate the unique concerns of seniors, their expectations of the university, and to what degree the institution was either meeting or not meeting those expectations

- An open-ended survey to explore current efforts on the College Park campus to address the needs of graduating students

- A phone and mail survey of various campuses across the country to determine the "best practices" regarding senior programs and services.

The data collected provided helpful information for the development of a number of comprehensive recommendations for improving the senior experience at the University of Maryland at College Park. Presenters will share the research design methodology, results, and implications of all three studies and will facilitate discussion to identify other ways to approach research about the senior experience.

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"PLANTING A SEED AND WATCHING IT GROW"

Sheila A. Hood
Assistant Director of the
Career Center

Karen W. Nichols
Career Planning & Research
Specialist

Two ideas were formulating that would foster a collaborative effort for curriculum development between the Career Center staff and the School of Business. First, the counseling staff returned from the "Senior Year Experience" conference energized by the concept that the academic community has a responsibility to the students who are graduating from our institutions of higher learning, a responsibility to arm our students with life skills not just job search skills. In the pace of today's society, our students need to learn what is necessary to be prepared for transition from the university setting into a productive and happy life after college. The second revelation was taking root in the School of Business. Conversations with Business School alumni, recruiters and employers were revealing a widespread unrest and the opinion that students were emerging from their college experience poorly prepared to face the issues and challenges that awaited them in their lives after college. These employers repeatedly stated that students today were not being prepared to realistically face first jobs and the world.

During this session presenters will share with participants the step-by-step development of a Business Career Planning class offered in the School of Business as a one-hour requirement for graduation. Course syllabus, outlines of presentations, handouts, staff and student evaluations will be share with the group. The presenters will divide the presentation into three parts.

Part one will discuss the various hurdles that were overcome. After many joint sessions it was decided that the curriculum developed would be a collaborative effort between the School of Business and the Career Center. Presenters will share the politics and negotiations encountered during the development of the class. A timetable of events will be distributed.

The second part of the presentation will introduce the actual content of the new course. During this session the participants will receive class syllabus, outlines of career center staff presentations, resume review sheets and class evaluation forms. The

presenters will discuss the joint decision to use no text book, believing that students would benefit more from a series of presenters who would share with the students their knowledge and experiences. For this first attempt, the developers decided to draw resources from the business school alumni, campus recruiters, Career Center staff, and campus professionals.

During the last part of the session, presenters will share course evaluations and resulting changes. Students and staff were asked to evaluate the fifteen presentations offered during the course. What emerged was a differing of opinion between the staff and the students. Analysis of the students' responses will be presented. The presenters will also outline the changes that have been adapted for the second offering of the course.

There is nothing as exciting as watching a concept take root, struggle, adapt and then blossom. The cooperative effort between the Business School and the Career Center has produced a vehicle for providing information to our students which will assist in a smoother transition into life after college.

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Jane Lamb Nichols, Coordinator

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Capstone Courses in the Major vs. General Education Capstone Courses: An Examination of the Relative Advantages and Challenges

Jane A. Lamb Nichols Ed.D.
Coordinator of Core Curriculum and University Assessment
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The model for capstone courses in the major and the model for general education generally coincide in broad philosophical ways: integration of previous course material, emphasis on critical thinking and problem solving, and attention to the world beyond the academy. However, the actual courses and the teaching of these courses inevitably are quite differently. For example, the use of interdisiplinary perspectives is different in capstone courses within the major. Within general education capstone courses, teaching and judging students in the same discipline as the professor along with students in other disciplines often becomes a problem. For capstone courses in the major, there is often a tendency to continue teaching as usual, missing out on the opportunity to create courses that prepare students to be discerning practitioners in their own field. This presentation will examine the characteristics and difficulties of each based on the two models in place at the University of Nevada, Reno, as a part of the university core curriculum. Examples of course syllabi will be distributed with the goal of identifying the critical ingredients of each type of capstone course and discussing the relative advantages of each. Finally, methods of assessment of general education and assessment of the major as a natural part of each class will be described.

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CURRICULAR APPROACH TO THE SENIOR YEAR EXPERIENCE THE SEMINAR IN MARKETING

Doria Kathleen Stitts, Ph.D.
Assistant Professor

As seniors graduate from college, they are encountering a competitive job market, with employers needing more skills from fewer people. Thus, students have to be technically competent, but in addition, have to possess those skills that make them stand out among a multitude of qualified applicants.

The Seminar in Marketing course has utilized an innovative approach to acclimating seniors to several aspects of the business environment. The course is designed to not only integrate knowledge gained throughout the matriculation process, but also to provide students with "hands-on" experience and insight about the working world. The course is divided into three sections- 1) Marketing and the Organization; 2) Marketing and the Entrepreneur; and 3) Marketing and the Self. The three areas each focus on different concepts, but students are constantly aware of the interrelationships between the topics.

The first section, Marketing and the Organization, provides the student with valuable experience through a simulated corporate environment. The class is structured as an organization, with students interviewing for the various positions within the organization. Thus, interview skills, resume preparation, and interpersonal capabilities are assessed. The class, as an organization, works with a real client (usually a local business) to create and assist in the implementation of a Marketing Plan. A current resume, current publications, and textbooks from various marketing areas are utilized in addition to guest speakers from major organizations.

The second section, Marketing and the Entrepreneur, allows each student to creatively and analytically assess a possible business venture. Utilizing skills acquired and outside resources, each student prepares a comprehensive Business Plan, emphasizing the Marketing Plan for the purpose of the Seminar in marketing (other plans can be utilized for other disciplines). The Plan is presented to a panel of faculty and entrepreneurs for constructive criticism and evaluation. Again, current publications, textbooks, as well as statistical data and environmental analysis are utilized for this section.

The final section, Marketing and the Self, entails a comprehensive look at an area in marketing in which the student is interested in pursuing a career. An in-depth research paper which

focuses on trends, issues, salaries, career-tracks, problems and skills is to be developed by the student. In addition to academic research and current publications for the paper, the student is required to research a company of interest and prepare a cover letter and resume tailored for the company.

In addition to the three sections, the students are required to attend and help coordinate various sessions of the Professional Enhancement Program, which focuses on developing those skills needed to gain an "extra" edge in the marketplace such as resume preparation, interviewing, dress for success, business and dinner etiquette, and the job search.

The Seminar in Marketing course is a senior level marketing course for marketing majors. However, the format of the course can be utilized across disciplines in other seminar courses. In addition, the course can be integrated within the School of Business through collaboration of various departments so that students gain a broader, yet integrated understanding of various disciplines and their interrelationships.

As students enter the workforce or graduate school, they can use the knowledge gained in the Seminar in Marketing course in interviews as well as in group projects or case studies. The students leave with a sense of accomplishment which they can improve upon as they progress toward accomplishing their educational and career goals. Thus, the Seminar in Marketing course is an innovative,yet realistic way of focusing the students on their areas of expertise.

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WESTERN MICHIGAN UNIVERSITY

Preparing Students to Respond to Behaviorally Based Interview Questions

Marcia Mascolini
Associate Professor

In addition to improving affective skills encompassing dress, composure and delivery, preparing graduating students for the traditional job interview has included helping them to improve cognitive skills. Typically, they have researched the position they are seeking and companies or industries in which they hope to work. They have also prepared responses to lists of typical interview questions. Increasingly, a third step is required: helping students to prepare for the targeted interview, which requires improvement of their ability to answer behaviorally based questions.

Behaviorally based questions focus on the past. They are directed toward what the applicant has already done: for example, "Give me an example of a time when you . . . ." Candidates must recall and describe specific activities or behaviors. Rather than ask how an interviewee might reprimand an employee, the interviewer would instead request a specific example illustrating the behavior. The interviewee's description of the act of giving a reprimand would provide more meaningful information, reflecting concrete action rather than abstract prediction.

Behaviorally based questions differ from the lists of "commonly asked interview questions" found in textbooks, most of which focus on the future: for example, "What would you do if . . . ?" This kind of stock question enables students to prepare a formulaic response that may no longer be enough, given the escalating costs of recruiting,

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interviewing, and training. The targeted interview enables employers to decrease the number of bad hires by eliminating the applicant who prepares well for the standard interview and presents him/herself well but does not perform well on the job.

So that students can prepare responses to behaviorally based interview questions, instructors can do two things: supplement text material with concepts from current periodical literature and involve students in structured, experiential classroom activity. Of particular help to our graduating students who are preparing for campus interviews has been revision of lists of commonly asked interview questions into behaviorally based questions. This activity enables students to sharpen rhetorical sensitivity and to begin to view the interview dialogue from a different vantage point--the interviewer's perspective.

This presentation will provide participants with an update on the literature, review textbook information on interviewing, and demonstrate the process by which students who are preparing for interviews for professional positions can translate commonly asked questions into behaviorally based questions.

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WINTHROP
UNIVERSITY

Division of Curriculum and Instruction

Together We Can

Dr. E. Ray Dockery
Associate Professor

Winthrop University has a strong comprehensive teacher education program that features extensive clinical experiences. The proposed session will describe and discuss the senior year experience, which we believe is the most innovative aspect of the program. This capstone experience is a 12 hour core of classes that extends from the Maymester, which begins just after the student's junior year through the fall and spring semesters. Recently this experience has been further enhanced with the establishment of six professional development or Partner Schools. This session will share the programmatic features of our senior core in addition to what has been learned from the collaborations with the Partner Schools.

The senior year experience focuses on the enculturation and socialization of the students as they prepare to move into the schools as beginning teachers. Through the partnerships with the University and the public schools, research and practice are combined to provide rich learning environments. During the Maymester, all of the students in the teacher education program (approximately 200) come together for 19 days. The class day extends from 8:30 A.M. to 4:30 P.M. with intramurals and other team building activities in the evenings until 8:00. All of the classes focus upon five strands: instruction, multicultural, measurement, professionalism and classroom management.

The second class in the series begins in the fall term of the senior year. This class meets all day on Tuesdays and Thursdays. After an initial meeting, the interns are sent to field assignments for four sessions to observe the opening weeks of school. Upon returning to campus for the

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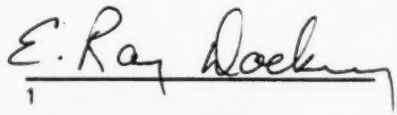
next six weeks, the interns meet in the mornings where the focus is again on the five strands and in the afternoons with their field supervisor to deal with issues specific to their area.(ex. math majors, special education majors, etc.) The final six weeks of the semester are spent in the intern's field placement assignment. During this time, activities are monitored by an assigned university supervisor as well as the classroom teacher.

The final class of the senior experience occurs during the first ten days of the spring semester. This class is scheduled every day from 8:30 - 4:30 and again the focus is upon the five strands. After these ten days, the interns spend the next 13 weeks in specified field placements.

During the fall of 1992 Winthrop was fortunate to become a part of the Goodlad initiative. With this commitment Winthrop established six partner school relationships that would investigate possibilities of restructuring for both the public schools as well as the teacher education program. The first year was spent identifying university faculty that would commit to working with the partner school and then deliberating about what the roles and goals would be of each. Faculty were assigned time to work in the schools during the second year. The second year focused upon team building and investigating ways to enhance the internship of our seniors.

This session will offer specific suggestions for developing collaborative relationships between public schools and universities in which all parties gain. A second, but equally important, focus will be on the support from the university that will allow, encourage and compensate faculty willing to make these commitments.[1]



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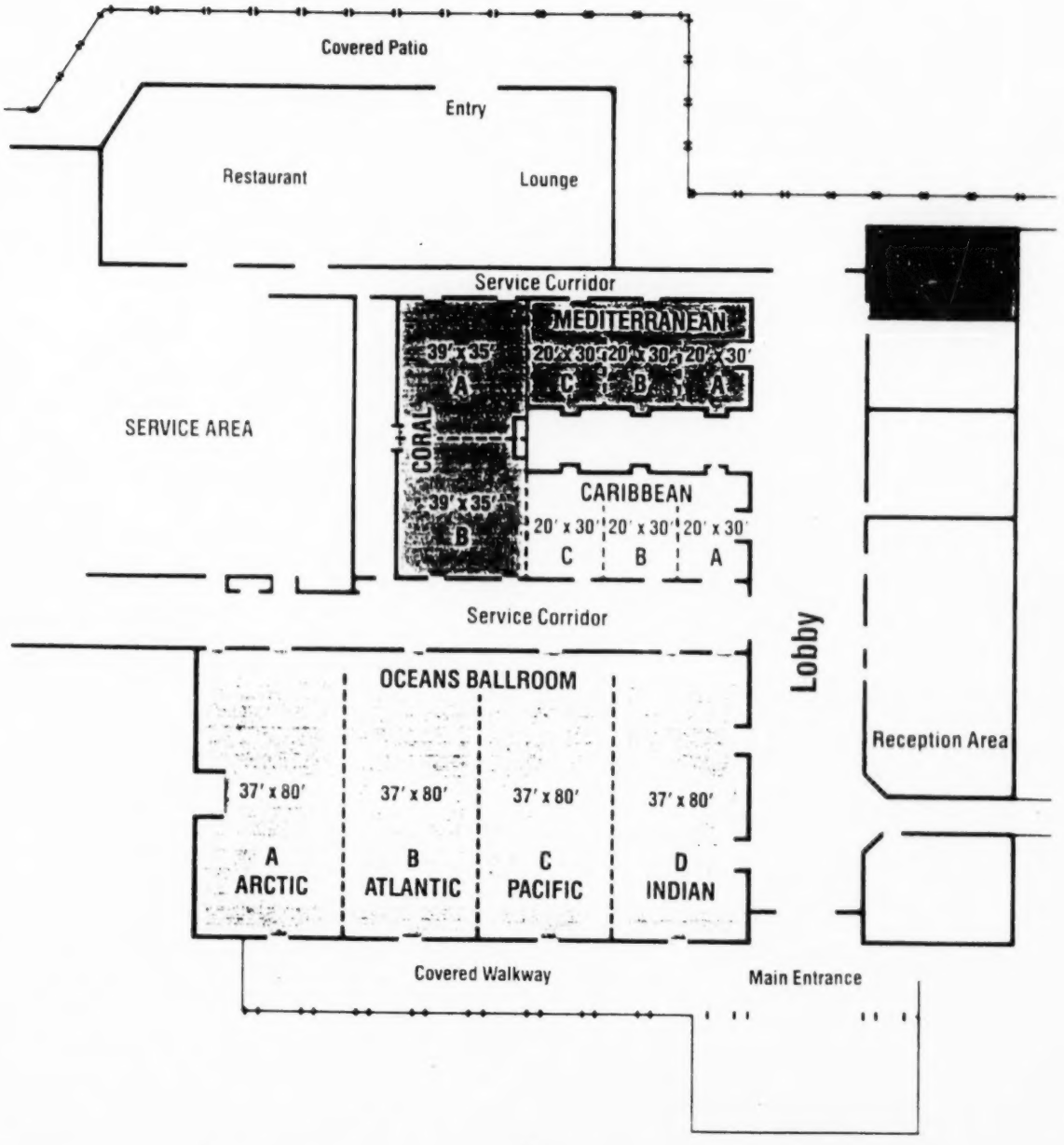
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PACIFIC
37' x 80'
D
INDIAN
Reception Area
Covered Walkway
Main Entrance